





# American Freedman.

[Address, 30 Vesey Street; or, P. O. Box 5733.]

VOL. II.]

NEW-YORK, FEBRUARY, 1868.

[No. 11.]

## The American Freedman's Union Commission, 30 Vesey Street, New-York City.

"The object of this Commission is the relief, education, and elevation of the Freedmen of the United States, and to aid and cooperate with the people of the South, without distinction of race or color, in the improvement of their condition upon the basis of industry, education, freedom, and Christian morality. No school or depot of supplies shall be maintained from the benefits of which any shall be excluded because of color."—ART. II., CONSTITUTION.

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(Late National Freedman's Relief Association.)

ORGANIZED FEBRUARY 22, 1862.—INCORPORATED MARCH 23, 1865.

OFFICE, No. 30 VESEY STREET, NEW-YORK.

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## The American Freedman.

AFTER this month, THE AMERICAN FREEDMAN will serve as the sole organ of the Pennsylvania as well as of the New-York Branch and the West. It will be made up and mailed from New-York, but a separate department will be allotted to the Pennsylvania correspondence, which will be prepared for the press in Philadelphia. All correspondence of Pennsylvania subscribers, or appertaining to the work of the Pennsylvania Branch, should be addressed as heretofore to ROBERT R. CORSON, Esq., Secretary, 711 Sansom street, Philadelphia.

WE announce with great regret the sudden death of Mr. George F. Noyes, long connected with the New-York Branch, identified with this movement from its inception, and at once a wise counsellor, and, as far as other numerous duties would permit, an efficient co-laborer. At the December meeting of the New-York Branch, he attended in apparently his usual health, and it was upon his motion that a memorial was adopted for presentation to Congress, urging the continuance of the Bureau. In another column will be found resolutions adopted by the board, expressive of their sense of his worth and their loss.

GENERAL HOWARD'S Report for 1867 has been issued and is before us. It is a valuable document, but contains very little information on the school question that was not already published in Mr. Alvord's last school report. Our space forbids us from making extracts.

THE annual Report of the Baltimore Branch is received. It shows seventy-three schools, distributed through sixteen counties, and numbering 5000 pupils. Fifty new school-houses are ready for occupancy, and thirty more are in process of erection. The colored people are doing all they can to provide the necessary means to carry on schools in these buildings; though it is impossible to hope that they will do so with success, unless aided from without. An appro-

priation of \$20,000 by the city of Baltimore, and subscriptions of friends amounting to \$3305.16, are all that are reported as received from Maryland itself.

MR. HARRINGTON writes us from Delaware: "Our success has been far beyond our most sanguine expectations, and the new year finds us with twenty-one good schools, and a demand from many places for teachers. The cause of colored education in Delaware, strongly opposed at first, is quietly and surely winning its way, and has already stimulated the whites to a convention to reform our school system. It is everywhere acknowledged that our schools are better than those now carried on with the public funds."

IN England, Mr. Mitchell, up to the 6th of December, had delivered fifty addresses, lecturing one fortnight every night in a different town. He expects to return to this country by the 1st of February. £50,000 are already raised, chiefly among "The Friends," for Normal School purposes.

AT a public meeting recently held in Toledo, addressed by Messrs. McKim and Bond, the following testimony was borne by Judge Bond to the practical worth and working of the Commission in his own State of Maryland:

"I should not have come," said he, "so far from home at this inclement season, did I not feel deeply indebted, as a Baltimorean and a Marylander, to the American Freedman's Union Commission there. In 1864, we began with a single school in Baltimore. My friend Mr. McKim brought us from Boston a first-rate teacher, with picked assistants, and we established our first school. Now we have 73, giving education to 12,000 pupils. We have also a normal school, which we have just set in operation; and the money for the establishment and support of all these, (with slight exceptions,) has come through the American Commission, or one or other of its branches."

WE surrender a large part of our space this month to interesting reports of an important public meeting in Chicago, and to valuable correspondence from the South.

## THE WEST.

PUBLIC MEETINGS IN TOLEDO AND CHICAGO—  
ELOQUENT ADDRESSES BY REV. PHILLIPS  
BROOKS, HON. JUDGE BOND, J. M. McKIM, ESQ.,  
AND OTHERS—LETTERS FROM DR. J. P. THOMP-  
SON, GEORGE W. CURTIS, GENERAL HOWARD,  
AND OTHERS.

WE have received, just on the eve of going to press, reports of interesting meetings held in January in Chicago and Toledo. The character of the speakers, as well as the topics discussed, invest these meetings with peculiar interest: and we greatly regret the fact that our limited space, and the fact that the reports were received just before the day of our publication, compels us to omit some things which we should be glad to insert.

## CHICAGO.

The first meeting was held in Library Hall, Chicago, under the auspices of the North-Western Branch of this Commission. Judge S. B. Gookins presided. After an opening prayer, J. M. McKim, Esq., Corresponding Secretary, submitted a statement of the object and character of the Commission, similar in tenor to that presented at the Toledo meeting, a report of which we give below. Letters were then read from Governor Oglesby, General Howard, John Jay, Dr. J. P. Thompson, Rev. S. H. Tyng, and George W. Curtis, for part of which only we have room.

## TELEGRAM FROM JOHN JAY.

To J. M. McKIM, Corresponding Secretary of  
American Freedman's Union Commission,  
15 Lombard Block, Chicago:

I cannot attend your meeting. My letter is accidentally delayed. God speed your great work. Next to emancipation, it is the noblest duty ever devolved on a Christian people. Upon its prompt and fit performance rest our national safety, prosperity, and honor. JOHN JAY.

## LETTER FROM REV. J. P. THOMPSON, D.D.

NEW-YORK, January 9, 1863.

MR. J. MILLER McKIM, Corresponding Secretary, A. F. U. C.,  
15 Lombard Block, Chicago:

MY DEAR SIR: I deeply regret that the pressure of parochial duties will detain me from the meeting of the American Freedman's Union Commission, to be held at Chicago on the 14th inst. The work of the Commission represents the highest duties of patriotism and philanthropy which the abolition of slavery has laid upon the American people; and it is not too much to say, that unless the educational scheme of the Commission shall be carried out promptly and thoroughly, the political reconstruction of the South cannot be effected to any good purpose.

Before the close of the war, in speaking of its results—in the Hall of Representatives at Washington—I urged the necessity of "providing on a broad and intelligent scale for

education in the South," and especially of establishing there "an educational system on a popular basis, corresponding to that which has been so long and so successfully tried at the North." Precisely this is the work which the Freedman's Union Commission has undertaken, upon sound principles of philosophy, and in the spirit of a brave and generous catholicity. Concerning the duty of educating the freedmen for their new responsibilities and powers, and the peril to the country of leaving them in ignorance—a prey to the political *finesse* of their former masters—intelligent and honest men of all parties are agreed. But it is not enough that the freedmen be hurriedly taught to read during these passing months, in which Northern teachers may have access to them, under military protection; what is required for the elevation of the negro race, for the reorganization of Southern society in harmony with the principles of liberty, and for the permanent peace and security of the nation, is that the South itself shall establish and maintain a system of education free to all classes alike, and supported by the State for the public welfare. Now, the South will not accept as teachers of its common schools the representatives of any religious sect or society at the North, nor will it adopt as its own schools that are established in the interest of any religious denomination. We can prepare the way for the establishment of such a system only by providing schools for secular education upon the basis of the Bible, but without sectarian associations, and free and equal for all classes of citizens. Indeed, the work will not be finally accomplished until our philanthropy shall cease to perpetuate distinctions of caste, and we shall educate not blacks nor whites specifically, but all men equally, as members of the same great Commonwealth. Then even the name freedmen must be dropped, as being a reminder of a state of degradation now forever passed away.

Recognizing in the Freedman's Union Commission this comprehensive and far-reaching plan, and this impartial, philosophical, and truly catholic spirit, I am confident that it will draw to itself thoughtful and Christian patriots, both at the North and at the South, and will combine their resources and energies in the grand work of a truly national education. In this crowning measure of peace, union, and humanity, I am most cordially yours,

JOSEPH P. THOMPSON.

## LETTER FROM HON. G. W. CURTIS.

NORTH-SHORE, STATEN ISLAND, N. Y., Jan. 10, 1863.

EDWIN C. LAUREN, Esq., Secretary:

MY DEAR SIR: If, with an honest regard for my other duties, I could come to Chicago, you may be very sure that I would not send a letter. I should be glad to plead the cause of education in the great city of Illinois, a State which, within the last eleven years, has taxed itself publicly and privately more than twenty millions of dollars for the education of its people, and has so given the highest proof of its interest in the work in which you are engaged. But if, under ordinary circumstances and in such a State as Illinois, general popular education is essential to the common welfare, is it not, in the present extraordinary situation of the country, plainly the most vital and pressing of all questions?

At the last census there were more than 1,200,000 white inhabitants of the United States over twenty-one years of age who could neither read nor write, and of these more than 800,000 were American born. A third of a million of foreigners, generally ignorant, come among us every year, and to these are now added four millions of freedmen, craving instruction. General Howard, a man destined to the most enviable immortality in the affectionate gratitude of the most injured of races, says, in his report for 1867, that the freedmen are an eighth of the sovereign people of this country. What necessity then is so absolute as the teach-

ing of this great multitude, as rapidly and universally as possible, by all public and private means the stronger; States helping the weaker, the richer people the poorer, in order that the devil of ignorance, from which springs such a legion of other devils, may be finally trampled under foot? It is not enough to say that every State and every neighborhood must take care of its own ignorance. Some States and neighborhoods cannot, and some will not. Nor can we skulk from our duty by asking: Who is our neighbor? For who, indeed, *is* our neighbor but every ignorant man and woman in the United States; and who are so much our neighbors as any great class of uneducated persons suddenly and necessarily called to share our political responsibilities?

The conduct of the freedmen during the war was noble, and since the war ended it has been most admirable. But however just the instincts of ignorance may be in an emergency, intelligence is the only permanent security of liberty. It was the primer that slavery called Yankee, and hated. The rebellion was an insurrection against the spelling-book. The shot at Sumter was a haughty and desperate defiance of the alphabet, and the guns that proclaimed the entry of Grant into Richmond were merely an emphatic notice that school was about to begin.

The scholars are all ready. Of the \$695 freedmen's schools, the freedmen themselves already support in whole or in part 1056, and more than a tenth of the 235,342 pupils during the last year have paid tuition. The interest of old and young is unflagging. The number of pupils constantly increases. Parents strive to support their children while in school, and lay away books for themselves to study during the intervals of labor. They study on the decks of steamboats, in wagons, and on back-stands; and General Howard declares that the hopes of the warmest friends of the freedmen have been more than fulfilled.

Once armed with the alphabet, they will be safe from demagogues. Once fairly educated, the angry hostility to their voting, which now disturbs the country, will inevitably cease. Thus the education of the freedmen is the pledge of national peace. Let us, therefore, be very careful not to invite prolonged and bitter agitation by disappointing these faithful pupils who are so eager to learn; these friends of the Government and of its free principles, whose faith refused to expire in the darkest hour of the struggle, and who, as a race, according to Dr. Draper, the calmest of observers, emerged from a war in which their liberty was involved, without a single stain.

The cause of the American Freedman's Union Commission is not that of a section nor of a party, not of the North nor of the South, but of the whole country. It is the healing of the nation. The soldier drew the furrow, the teacher drops the seed, and its harvest shall bury every scar out of sight in golden plenty. Prompt and universal education is the truest and most enduring reconstruction. Every word spoken for it, every dollar given to it, is the sincerest peace-offering.

As it was ignorance, sprung from slavery, that divided us, so is it knowledge, first-born of liberty, that can alone reunite us. And if we would be the nation that we can be, if we would make our own hopes real and justify our own faith, we must feel that the words of John of Nassau, although three centuries old, are forever true: "Churches and schools, good libraries, books, and printing-presses are better than all armies, arsenals, armories, ammunitions, alliances, and treaties that can be had or imagined in the world." Most truly yours, GEORGE WILLIAM CURTIS.

#### SPEECH OF PHILLIPS BROOKS.

After the reading of some other letters, Rev. Phillips Brooks, of Philadelphia, was introduced to the audience. He said:

The importance and necessity of this cause is great. The shadow of slavery lingers. Everywhere the lack of education is seen. Yet without education the republic cannot endure. The distinctions of slavery still continue so much that white and black children cannot be educated side by side.

An appeal for the education of the white children of the South would have called out a much heartier response. The cause was a peculiar one. It was commenced some time in the progress of the war, before the status which the colored man was to take was appreciated. It commenced with the course taken by General Butler at Fortress Monroe. He had received the negroes, and supplied them with food and work. In the course of time it was seen that that was not sufficient. The emancipated slave was given the sword and the bayonet. Now the work of justice had been carried still further, and the ballot which he demanded had been given him.

Now came another demand—the demand for education. It was wonderful how soon the negroes had themselves appreciated the necessity for it. In the work of liberating the negroes, the American people had deserved no credit. All had been forced on them. So with education; they had been driven to see the necessity of establishing schools.

Under the new constitution, the negroes had become freemen. There was placed upon them a new burden, which they could not bear. Some steps had to be taken to rid the republic of the dangerous element of uneducated suffrage.

The negro was not, however, free until he had been educated. Until that was done, and until there was everywhere one school for white and black, (applause,) he was still a slave. In political as in ordinary machinery, the displacement of the least pin hindered the equable working of all the parts. So in our government, the abnormal position of the negro had constantly deranged the whole system.

Negro equality was looked upon with horror. There was no equality of character here, but a mere equality of chance. They had an equal right to exercise all the powers which God had given them. Education was given the blacks merely to secure them that equality of chance. It was the only basis on which the work could be placed.

The negroes were to exercise great power. It was a duty to make their ballots educated ones. It was a duty to send teachers to the South. None were doing more good; none in a quieter and more humble way. They were cast out from society. They were despised by the inhospitable communities in which they established themselves, but they labored on until they saw the realization of their ideas growing up around them. The women teachers could be seen laboring there in hut and cabin—anywhere where they could, with their feeble hands, lay hold upon the dense ignorance that prevailed there. The past had many stories of woman's devotion, but none better than those of the female teachers of the Freedmen's Commission.

It was not intended to carry on the Southern work permanently by voluntary effort. The basis of a Southern common school system was

being laid. It was expected that one by one those schools would be taken out of their hands, though it took long for those educated in old Southern ideas to accept the new state of affairs.

The idea of the New-England school-house was equality. At the South that was not the case, and naturally the New-England system could not be at once established there. The foundation had to be laid among the black children, and in time not a township would be without a school. Till then slavery was in reality not extinct.

The agency that seemed to him the most necessary was a religious one. No school system could live if not religious. God never reduced them to choose between ignorance and godless education. That would be a hard choice. He hoped the universal Christian church would take hold and aid in the abolition of slavery. Now should the church come forward, and be in at the death of slavery, or it would never die. Christianity crept into this country by the churches, and still the churches must be looked to for aid. Let them come forward and clear away the weedy growth of slavery. Christianity was nothing if not radical. (Applause.) If it was conservative, it was worthless. It must be missionary. It must continually overturn. By giving or by speaking, it should be continually at work to break the last shackle on the last slave.

After some remarks by Thomas H. Morgan, Esq., temporary Secretary of the N. W. Branch,

HON. HUGH L. BOND,

of Baltimore, was introduced. Judge Bond said:

MR. CHAIRMAN: I should not have ventured so far from home at this unpleasant season of the year to address an audience in behalf of the Freedman's Union Commission, had not the gentlemen with whom I am connected, who have carried on the work of education in Maryland under much difficulty, urged me so to do with an importunity not to be resisted. They felt, and I felt, so much indebted to this Commission, which has so heartily supported us in our undertaking, that it was impossible to refuse.

It must be remembered that with us the pulpit is almost entirely silent in this cause. Two hundred thousand people are left there to struggle out of their degradation into a higher civilization and a purer religious life with only the blind guides that slavery left them. To say a word in their behalf is to preach politics, and I could count on the fingers of one hand the congregations in Maryland which have contributed to their moral or religious improvement.

Meantime, this Commission and its noble constituents have so assisted us that we now have eighty-three schools, with about thirteen thousand scholars, and fifty school-houses built by the colored people, the Freedman's Bureau furnishing lumber, awaiting teachers at the hands of the Commission and its coadjutors.

When I remembered the earnest appeals these people daily make for teachers, and the

fact that in each neighborhood the teacher was not merely the instructor in letters of the colored people, but their guide in every effort for improvement; that the teacher taught the necessity of the family relation, the unit of civilization, economy, industry, cleanliness, self-dependence—in a word, occupied the position of guardian toward a ward, and was parent as well as instructor to them—I could not see how, in the absence of all kindly advice from those about them, they could improve without these empty school-houses were occupied.

With slight assistance from our own citizens, we have expended over one hundred thousand dollars in this work, almost every dollar of which has come through the Commission or its branches. It is for these reasons, and to assist it in its noble and absolutely necessary work, that I urge the support of the Commission tonight.

He said that the Northern people decided to give to the South the spelling-book and the primer. The Southern people were utterly unfit to begin this work themselves. It was something utterly new to them. The system of slavery had demoralized them. It had caused them to think little even of the family tie.

But now school-houses were starting up in Maryland, and were centres whence light was radiating. The colored people were four times as liberal as the white. They built their own school-houses, paid their teachers' board, bought all their books, and only asked the Commission to send them teachers. On these teachers they relied. They were all to them. Any man travelling through Virginia or Maryland would at once see where a school was located, by the order and prosperity it produced.

It had a wonderful effect in another way. People who had always been depressed and downtrodden must be a great way down. They could not be expected to have any manliness. But after they had been to school a little while, they learned hymns which sang of independence, and their bearing became nobler and freer.

What objection was made to the Commission? All were in favor of it, but they liked to keep the darkey "in his place." He had investigated to find where a Copperhead thought the place of a colored man was. During the war they thought his place was to go as his substitute. They do not want negro equality, they said. Yet when the country called them, they had picked out inferior creatures and sent them into the army. He did not object. The country gained by it.

That fear of negro equality was a remarkable thing. They did not want negroes educated or made citizens of because they would crowd white men out. Yet they said the negroes were inferior, and still desired all precautions to keep them down.

General Howard, or any other great general, never exhibited half the moral courage of a teacher of the Commission. They had no moral support. Half of the people where they lived would not speak to them—would not receive them at church. One teacher near Baltimore went into church, but no one would sit in the pew with him or be in the class with him. That was the condition of things. Not one

Methodist church in Maryland had raised a dollar for the freedmen.

Worse than that, there had been no word of kindness spoken. Hence it was that they had to come to the North and ask for aid. Not long before, one teacher in Havre de Grace had been assaulted and beaten. It was determined to stop it. Suit was brought for damages. The verdict was only for one cent. Yet under such circumstances teachers taught standing alone. If the Christianity of the country was equal to the appeal, those people would be more effectively ardent than any missionaries who went to Africa.

It was especially necessary there to organize labor, and thus get it to working fairly. There was no great disorganization among the colored people. It was really among the whites. When they stopped paying, the blacks stopped working. The Southern people did not yet understand the difference between free and white labor. They would have to become free States in practice as well as in theory, and cut up their large farms.

There was no difficulty in Maryland in inducing the colored people to go to school. They not only aided their own schools, but those outside of their own districts. They were the most generous-hearted people in the world. Not the children alone, but also the grown-up people, went to school. There were also industrial schools, which were fully attended.

Some feared that they were going to vote. He hoped they would. It would have redeemed Maryland. Loyal teachers would not have been dismissed. Governor Swan would not have been trying for the Senate. The suffrage of the colored people meant peace at the South. Men high up would not vote for the interests of those below them. Each one wanted one who knew his wishes. So the colored people wanted men elected who knew their wants. But to vote well they must be educated. So they of Maryland were urging on the work of education, knowing that in time the negroes would vote, and that none but educated persons should vote.

Every colored man whom he had met was anxious to know whether, under the present rebel *régime*, the schools could be maintained in Maryland. He hoped that the churches and citizens of Chicago would answer that. In most of the other places of the South the schools would soon take care of themselves. In time, he hoped that even at his home the church would awaken, and the religious people of Maryland throw off their lethargy and do their duty. Till then he begged the citizens of Chicago to do all they could for the Commission, and to enjoy the happiness which rendering this aid must give them. They should help General Howard in his work, and it would repay them fully. It was a sensible thing to do. The negroes were to be the workers of the South, and the teachers of the Commission were to be the ones who were to lift them out of their present degraded state, and thus add to the strength, the unity, and the glory of the country. (Applause.)

E. C. LARNED, ESQ.,

followed in a brief and pertinent address. He

said that he thought that the audience would be glad to express their sympathy in the great work of educating the freedmen. He had faith in this work for two reasons: First, because he believed that the colored people had manifested a deep, religious feeling, which is the secret of all human prosperity. Their faith in God was manifested in an unusual manner during the war. All the troubles and bloodshed and suffering were lost sight of, and all over the South we heard the patient voice of this people saying that God would give them the victory in due time. The other reason which he had for placing confidence in them was their wonderful desire for education. He could not read of the noble band who had gone out from us to teach them, without a deep feeling of admiration. From them comes the universal testimony that the colored people are eagerly waiting for the light of knowledge.

He believed that this was the most important subject before the country. The Freedman's Union Commission, he thought, was especially adapted to this work. It was not carried on by any denomination, but was the united work of people of all creeds. We must establish through the South the same system of public schools, on the same broad, unsectarian basis, as here. In its first stages this must be done by voluntary contributions from the North, and we must take hold of it and give it the best aid that we could.

For these ends he would offer the following resolution:

*Resolved*, That the best interests of the South, and of the country at large, demand the establishment at the earliest possible day of a system of common school instruction for the emancipated blacks; that we rejoice in the energy and success with which the people of the North have voluntarily taken the initiative in this duty; that the American Freedman's Union Commission has proved itself eminently well fitted as a national instrumentality for the promotion of the work; and that the gentlemen who are at the head of the Commission are by their position entitled to our fullest confidence, and that we cordially commend their enterprise, agencies, and methods of operation to the confidence of the people of the West.

The resolution was adopted, and the meeting adjourned.

TOLEDO.

From the report of the Toledo meeting, which was addressed by Messrs. McKim and Bond, and at which the same letters were read, we are able to find room only for the following statement, by Mr. J. M. McKim, of the purposes and methods of the Commission:

He said that the American Freedman's Union Commission (of which the Toledo Association was now an auxiliary) was, as its name imported, a national organization. It was made up by the affiliation of all the Freedmen's Associations in the country having an existence outside of sectarian or missionary organizations. It was national in all its aspects, in its scope, purpose, and the character of the men at its head. Its field of operations extended from the Atlantic to the Pacific, and from the Canadian line to the Gulf of Mexico. Its purpose was



to aid in the permanent reconstruction of the States lately in rebellion, by establishing a system of popular education for the benefit more especially of our newly made citizens.

The nationality and catholicity of the Commission might be inferred from the character and position of its principal officers. Its President was Chief-Justice Chase of the United States Supreme Court; its Vice-Presidents were William Lloyd Garrison, of Boston, Dr. J. P. Thompson, of New-York, and Col. C. G. Hammond, of Chicago. The presiding officer of its Executive Committee was Francis George Shaw, the father of Col. Robert Shaw, who fell so gloriously at the head of his negro regiment at Fort Wagner.

Its chief Branches were that of New-England, till lately under the presidency of the lamented Governor Andrew; that of New-York, under F. G. Shaw; that of Philadelphia, under Stephen Colwell, a distinguished layman of the O. S. Presbyterian Church, and author of "New Themes for the Protestant Clergy" and other works; that of Baltimore, under the acting charge of Hon. Hugh L. Bond, who was present.

In the West, it formerly had five Branches—one at Cleveland, one at Cincinnati, one at Chicago, one at Detroit, and one at San Francisco. The first two had, twelve or fourteen months ago, identified themselves with a popular missionary association. They conducted their operations within certain prescribed theological lines. They were not now members of this Commission. The Branch at Chicago had lately, for the purpose of securing a broader base and doing the work more effectively, dissolved its organization and merged itself into the body of the Central Commission. It was now represented by an Advisory Committee, of which Judge Gookins is Chairman, Edwin C. Larned, Secretary, and Col. R. B. Mason, Treasurer. The American Commission has appointed William F. Mitchell, Esq., now in England in the service of the cause, District Secretary, and, with his aid and the help of the Advisory Committee, they propose to cultivate this Western field on the broad, unsectarian, national plan. Mr. Mitchell will return and enter upon his duties about the 1st of March; till then he (Mr. McKim) would remain in the West in the double capacity of District Secretary and Corresponding Secretary of the Central Commission.

Mr. McKim had been greatly cheered by the reception which he and the cause had met in the West. The Commission had never been so prosperous or powerful as it was at this time. Its friends were cheered with the evidences that they were doing a good work. At the South they were laying broad and deep the foundations of reconstruction, while at the North their broad method of carrying on their work was promoting fraternal union, Christian charity, and the best interests generally of religion and civilization.

The Commission had now about four hundred teachers under salary and at work, and were continually increasing their numbers. These teachers were for the most part products of our best normal schools of the North. Their characteristics were zeal, unselfish devotion, and skill in their profession.

There were now nearly a thousand teachers

in the South from the North; besides nearly as many more originating in the South, many of whom had been taught and made competent to teach by the earlier established freedmen's schools.

The Commission was now giving especial attention to the establishment of normal schools, being convinced that the best way to reach the blacks was to fit them to be their own teachers. They had in this way already fitted and set at work a considerable number of colored teachers.

Mr. McKim went on to give many interesting facts in regard to the movement, and illustrations of the way it worked. He paid a glowing tribute to the teachers under the Commission, their courage and devotion; also to General Howard and the Bureau. He said the Bureau would have been discontinued, and that with the consent of its friends, if it had not been for the virulence and malignity of the rebels since the late election and under the encouragement received from the White House. The original object of the Bureau, so far as the freedmen were concerned, was to provide for their physical necessities during their transition state. This had been done. The freedmen were now able to provide for themselves, notwithstanding the late outcry about "negro destitution." This outcry was kept up in part by the enemy for political effect. There was destitution; but it was principally among the whites. But as the reactionists were so malignant, the friends of the black man now asked that the term of the Bureau be protracted beyond the time fixed for its discontinuance.

Mr. McKim concluded by saying that the Commission had undertaken no doubtful experiment. They were sure to succeed. They proposed to effect a given object, in a given way, and within a given period. Their object was the initiation of a system of common schools in the South; their method was that of voluntary organization, as in the case of the Sanitary and Christian Commissions during the war; and their period was now, while the disorganized States were in process of reconstruction; so that by the time this process should be completed, there would be, under the Commission, the beginning of a school system all over the South, ready for the States to take off their hands. This, Mr. McKim said, Baltimore and Washington had already done, as Judge Bond, who in due time would follow, would show.

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#### Receipts of American Freedman's Union Commission, from July 1st, 1867, to January 1st, 1868.

GEORGE CABOT WARD, Treasurer, in account with The American Freedman's Union Commission.—Dr.

1867.	Balance of account rendered to June 21, 1867.....	\$190 61
July 22.	Thomas R. D. Webb, Dublin, £10, at 133½ per cent.....	68 17
" 15.	National Freedman's American Union of Great Britain and Ireland, received from A. Albright for Southern Relief Commission, £100, at 153½ per cent, less stamps.....	68 59
" 23.	Rev. D. C. Haynes, Secretary, California.....	700 00

July 25.	National Freedman's American Union of Great Britain and Ireland, received from A. Hampton, £50, at 15 $\frac{1}{4}$ per cent, less stamps.....	\$340 85
Aug. 14.	R. M. Manley, Superintendent, received from Freedman's Bureau, to pay money advanced for Normal School at Richmond.....	2500 00
Sep. 11.	Rev. D. C. Haynes, Oregon.....	400 00
" 28.	David Green, Orange.....	100 00
" 28.	Col. J. D. Potts, William-port.....	100 00
" 28.	Hon. Simon Cameron.....	100 00
Oct. 10.	Zürich Freedman's Society, final collection, gold, \$46.76, at 14 $\frac{1}{4}$ per cent, and 75 cents silver.....	67 03
" 11.	G. L. Brockett, Flint, Mich.....	75 00
" 12.	Birmingham and Midland Freedman's American Union, by A. Albright, £30, at 15 $\frac{1}{4}$ per cent, less stamps....	297 21
Nov. 16.	Rev. D. C. Haynes, California, currency, \$138.75; gold, \$161.98, at 139 $\frac{1}{2}$ per cent, \$226.57.....	865 82
Dec. 7.	L. F. Laine, Canisteo, N. Y., Thanksgiving collection.....	7 20
" 18.	M. E. church, Belfast, Alleghany county, N. Y.....	5 00
" 24.	National Freedman's American Union of Great Britain and Ireland, £2550, at 147 per cent, less stamps.....	16,652 56
" 24.	Mrs. Goodrichs Donaldson, £15, at 146 per cent, less stamps.....	97 27
		\$22,659 34

### REV. DR. THOMPSON AND THE AMERICAN FREEDMEN'S UNION COMMISSION.

THE following letter speaks for itself. Neither it nor its author requires an introduction:

NEW-YORK, Dec. 30, 1867.

REV. JOHN BRADSHAW:

DEAR SIR: At my suggestion the committee of the church ordered a contribution to the American Freedmen's Union Commission on Thanksgiving Day. Unfortunately, the day was stormy and the congregation sparse, and the collections, I fear, very small. Whatever it is, I suppose it has already been paid into your treasury, though I do not wonder that you do not perceive the increase. The principles of the Commission are so wise and sound, its aims so patriotic and Christian, its administration so catholic and equitable, that I am confident it will more and more attract to itself the support of the churches, as well as of the community at large. Free education for all, based upon the Bible and guided by the principles of Christian morality, but without any mixture of sectarian teaching, or any distinction of race, caste, or color, is the only system that can meet the necessities of the South, or that will be accepted there when the Southern States shall begin to provide for the educational wants of their population. The Commission, by providing schools upon this basis, and preparing teachers for the service of the State, eventually on the same platform, is taking wise forethought for the long future. You are at liberty to use this opinion wherever it may be of any use to the cause.

Truly yours, JOSEPH P. THOMPSON.

## New-York Branch.

### MR. GEORGE F. NOYES.

At the regular weekly meeting of the Executive Committee of the New-York Branch Freedman's Union Commission, held at their rooms, on Monday, January 13th, 1868, the following resolutions were unanimously adopted:

*Resolved*, That the Association have heard, with feelings of deep regret, of the unexpected decease of Mr. George F. Noyes, long and honorably connected with their work.

*Resolved*, That the Association put on record their sense of Mr. Noyes's loyalty as a soldier of the Republic, his earnestness as a lover of humanity, his public spirit as a citizen, his cordiality as a fellow-laborer, and his high-toned character as a man.

*Resolved*, That the Association remember gratefully Mr. Noyes's interest in the education of the freedmen, the practical good sense he displayed in devising measures for its successful pursuance, the enthusiasm with which he met its difficulties, and the generosity with which he contributed to its advancement.

*Resolved*, That the Association offer to his family an expression of their condolence in so severe an affliction, by sending these resolutions as a heartfelt acknowledgment of their esteem for his virtues, and regret at his loss.

## Correspondence.

### MARYLAND.

FROM MISS A. T. HOWARD, QUAKER NECK.

I was much pleased to receive your very kind note. I am often much fatigued from being with my school both day and night, and a letter now and then from friends of the cause revives my spirits and recruits my energy. We are sensible that the sympathy of the Commission is always with us, and that their interest in the work never flags, yet a few words of encouragement to bear witness of the fact is much appreciated. The instructions in regard to Mrs. Bowerman, Norton's Mills, I have attended to, and trust the communication will prove interesting. At the request of the Baltimore Association, the people in the counties where schools are established are contributing \$12 per month as a "missionary fund," in order that more teachers may be sent into the field. A willingness to aid as far as their means will allow is manifested. They are grateful for the assistance so long rendered them, and I trust that soon the schools will be self-supporting. I have no sew-

ing-class, as day and night school occupy the most of my time. I suppose that I might have organized one notwithstanding the other work, only that I have found the people particularly industrious in cutting and making clothing.

During the winter we have no Sabbath-school, as the greater portion of the children live at a distance from the church, and the adults are "hired out." Many of my pupils are making marked progress, others are doing very well. There are, of course, some drones to be found in all hives; the more industrious present a good example for them to follow.

Inclosed please find a letter from a little girl of eight years. The imperfections you will excuse. She is naturally very apt and intelligent. Commenced with the alphabet a year ago, and now reads well in the third reader of Hillard's Series.

QUAKER NECK, KENT COUNTY, MD.)

December 20, 1857. }

DEAR FRIEND: I have the opportunity of telling you that our school improves. Our teacher is doing all that she can do for us, and we ought to do better. She teaches us to have manners, and to treat every body well; not to be saucy to our parents, or to any old person, nor to ever be cross to any of our brothers or sisters. I have a third reader, a spelling-book, and a slate, and I can write on it. I can read and write. I study hard to improve as I learn. I have stopped going to school. I do not go to school in the winter. I have been going to school a year and a half, and I am going to school in the summer. Christmas soon will be here, and I hope that you will enjoy yourself very much indeed. The snow is here, and the people will have nice times in sleighing. I see a great many sleighs in the day-time. I never was in a sleigh to ride but once. I hope that you will get a sleigh ride. The weather is very bad under foot. It has been very moderate for two days, so that it does not stop my teacher. I am afraid she will get sick going out in the bad weather. I will be very sorry if she does. I love my teacher very much. Please to excuse my writing. Please to write to me.

DEBORAH CORNUS.

## VIRGINIA.

FROM MISS C. A. ORTON, ALEXANDRIA.

Mrs. Fisher tells me that you have expressed a wish to hear from me. I am always glad to write, and should have written before, but I inferred from something Mrs. Fisher said, that she kept you pretty well informed as to what I was doing. At the same time I was not quite sure that a letter from me would not be rather superfluous than otherwise. We teachers, in writing of our work, incur great risk of doing so boastfully, inasmuch as what we do is generally so satisfactory in result that we can scarcely

speak of it without letting our rejoicing take sometimes a tone like triumph. I *am* very proud of my school. I am required in it daily. Not so much by the advancement, though that I believe is considered fair, but rather by the gradual progress in developing that higher and better nature upon which, as Mrs. Fisher often reminds us, the future of this young nation depends for its ultimate salvation. I wish to make genuine men and women of my pupils. I wish to teach them self-control and self-discipline; to be more ashamed of knowing themselves in any moment contemptible, than of having a whole world know it of them.

I have no dull scholars, but one is very high tempered, another indolent, and all are naturally procrastinators. The worst tempered girl I have—a girl who seemed utterly vicious and unmanageable at first—will stop now when angered, biting her lips, reddening with the inward struggle for self-control, and though not always conquering, often doing so, and daily improving. It was long before I saw any fruits of long expostulation on these points, but I do see it now. If one labors faithfully in a good direction, *some* good must result, and I find it so. My dear pupils gain human stature day by day. They are learning most encouragingly to reason and think for themselves.

As to their books, they come early to school; they leave late. They are learning to persevere in the mastery of unusually difficult tasks, and not to say so often "I can't." I hope you will be able to come this year, and visit the schools, and then I will introduce you to my classes. Here is a letter from one of my pupils:

ALEXANDRIA, VA., ——— 1867.

MY DEAR TEACHER

I am sorry for my misconduct but I hope you will forgive me and I will do so no more. I have looked over the matter and I have come to conclusion to do better for the future, now will you forgive me? I feel sorry and mortified to the heart. I've come to the serious and solemn conclusion to come to school just for the sake of you. I am going to try and please you so that I may gain your best love. I always would be good but you know the evil is always present to keep us from doing good, if God forgives will you not? no more at present But resign myself your

Disobedient Pupil

MARY E J ———

MISS C. A. ORTON

. Present.

FROM MISS M. WEBSTER, PETERSBURG.

The cards you sent for my Christmas tree arrived just when I was in the height of the hurry of preparation for it, so I found no leisure to thank you for your beautiful contribution. I

trust you will accept my thanks at this late hour. The cards were just suited to the taste of my older pupils, and have been a source of gratification, I trust.

Friends from the North and home friends assisted me, so my tree made a very presentable appearance. I intended to have some exercises on the occasion, but Miss Doolittle was sick for a week, so I had to take charge of her school with mine, and then Miss Norris had to leave her pupils with us, and I found no opportunity for any thing but what was necessary. When we were all assembled, the children sang, "Joy to the world, the Lord has come," and then the presents were distributed.

Thursday evening the ladies at Old street had their tree. They spent a great deal of time and pains in preparing for it, and the result must have repaid them. A boy of about thirteen years of age welcomed us to the festival in a very neat little speech; then at a signal the whole school arose, and each pupil in turn recited a verse of Scripture, and then all united in prayer. Several choruses were sung, and a number of recitations given very finely. A farewell address completed the exercises.

The whole affair reflected great credit upon the teachers, Miss Douglass and Miss Fortune.

In my box from home I received enough patchwork to supply my sewing-class for a few weeks.

My class of twenty-six night-scholars is a very interesting one. They are mostly men, twenty-one or two years of age. I am delighted with their progress. I spend a few moments with them in written arithmetic each evening. They read numbers quite readily, and are progressing nicely in addition. I am keeping up this class through the holidays, as they are all anxious that no time should be lost.

FROM MRS. A. C. BURBANK, LAWRENCEVILLE.

I have just finished reading your kind letter of December 26th. The Bibles have not yet reached us, but I presume they will be here in a few days. We tried to procure some here, but did not succeed. Some of our scholars repeated eight chapters of the book of Matthew, commencing at the second chapter, one without being prompted more than two or three times, the Sabbath before Christmas. We keep up our Sunday-schools thus far, and I think we shall be able to during the winter. I enjoy them very much. I feel that they are a help to me as well as to the scholars.

I wrote to Mrs. Barnes, of Munnsville, soon after receiving the boxes which she helped to fill, telling her how very acceptable their con-

tents were. I spend nearly all of my leisure in writing to our Northern friends and acquaintances to keep up an interest for the poor suffering freedmen. If you can send me another box, it will be of great service to our school, especially if its contents are for children. I will send a copy of Lieutenant Kimball's yearly report in next mail, as it tells the exact condition of the freedmen in this and Greenville counties. We expect that the lieutenant will remain here for the present. We are very glad that Congress has taken the matter in hand. I don't think that we could keep our school open if the military protection were withdrawn. Our school is still very flourishing, considering the bad weather. Our average for December is fifty-one and two thirds, I think.

I wish that you could be present and see the order of our school exercises. In the morning we all meet in the same room for morning exercises. First is reading a chapter or more from the Bible, in which all who can read take a part; then singing and prayer, after which the primer and first reader classes repair to my room, which joins the larger room. We spend much of our time in the reading and spelling lessons; and here let me say that our school excels in spelling; they understand the sounds of the letters the best of any school I ever was in. We exercise them in geography and mental arithmetic daily; also have them write upon their slates. They are also learning from their Testaments, and that they are responsible for their every act to our Heavenly Father.

I would write you more in regard to our school exercises, for I do not think I have written so that you can form any distinct idea of them. But it is nearly time for the mail to go. You will please excuse me from further particulars this time.

In conclusion, I respectfully ask your careful consideration, as well as that of the Commission, of the accompanying abstract from Lieutenant Kimball's consolidated yearly report of freedmen's affairs in this department. And here let me state, that we have been constantly and fully sustained by Lieut. Kimball in all our laudable efforts in behalf of this people.

OFFICE A. S. ASST. COM. BU. R. F. & A. L.,  
3D DIV., 2D SUB. DIST. STATE OF VA.,  
LAWRENCEVILLE, VA., Dec. 31, 1867.

BVT. BRIG. GEN. O. BROWN, Asst. Commissioner, Richmond, Va.

GENERAL: Under the requirements of Circular No. 6, series of 1866, 11d. Qrs. Asst. Commissioner, State of Virginia, I have the honor to submit herewith the following general

yearly report of freedmen's affairs pertaining to this division.

The general condition of the freedmen throughout this jurisdiction is but little better than it was two years ago, that is, in a *pecuniary* point of view. This is attributable to many reasons. The amount of wages paid to them is inadequate to give themselves and families a comfortable support, at least when every article of necessity which they have to purchase is held at such high rates. The rate of wages and the cost of living are not in keeping with each other. At the same time the whites complain that they cannot afford to pay the freedmen any higher rates of wages, or even as much, as heretofore; that the amount of labor they render will not warrant it. True, the freedmen do not put forth the efforts that they are capable of, or exert themselves as *more* intelligent people would do toward gaining a sustenance and accumulating property. They receive from the whites no encouragement to do so, but, on the contrary, every thing to discourage and dishearten them from trying to labor for the whites, owing to the frauds and unfairness used by them (the whites) in all their dealings with them. The average rate of wages paid to freedmen is about \$100 per annum for good farm hands, inferior ones proportionately less; and females, for out-door or house servants, receive from \$2 to \$5 per month. These amounts, when corn is 85 per barrel and bacon 20 cents per pound, go but a little way. When the time comes that this people can receive proper encouragement from the whites, or rather when they have a good State government and full and impartial justice and protection under its laws, and know thereby that they can receive their pay without so much trouble and discomfiture as at present, I believe that they will put forth renewed efforts in their labor, and be more saving of their substance, and less improvident.

The moral condition of the freedmen is in an improved state; but the fact cannot excite any surprise, for the accursed institution from which they were so recently rescued not only failed to improve their morals, but tended to cultivate immorality. Two and a half years of freedom have not removed these barriers, and it cannot be expected. It will require a generation of moral and religious training. Intemperance is also the evil of the most fearful character that exists among the freedmen, from the fact that they do not regard it as an evil. There is, however, no very great absolute drunkenness among them; but the evil lies in the fact that they spend too much of their earnings for

that which not only does them no good, but takes from their families the necessities of life. It will be a matter of almost utter impossibility to effect among them any radical reform in this matter, so long as full nine tenths of the white race are addicted to habits of intemperance, and encourage it in the freedmen by precept and example. I have spoken to the freedmen on several occasions, both public and private, upon these moral evils that exist among them, urging them to lay aside these habits, and presenting to them the evils thereof. Legislation, however, I think, is needed in this matter.

**THE SCHOOLS.**—There are two independent schools in this division, taught by colored persons, which are, however, in an unfourishing condition, receiving but a feeble support from the freedmen only. The school at this place, taught by Mr. and Mrs. A. C. Burbank, and supported by the New-York Branch of the Freedmen's Union Commission, is in a very prosperous and flourishing condition. They have one hundred and twenty-five pupils, including the day and evening schools. Some of the pupils make very rapid advancement. Over fifty, who did not know the alphabet at the commencement, now read quite readily in the first and second series of readers. The teachers are very zealous in their work, and are realizing the results of their labors. The Sabbath-school, too, connected therewith, performs a very important part toward the advancement of this people. It numbers about one hundred pupils, and the teachers have awakened in it a lively interest. For instance, only a Sabbath or two since, one of the children repeated seven chapters of the New Testament, which he had committed the few weeks previous besides attending to his other studies, with but very little prompting. Several others repeated nearly as many. This is hardly paralleled or equalled in any Sabbath-school in the North. In the moral, social, intellectual, and religious advancement of the youth of this unfortunate race lies the only hope of their future welfare and prosperity. Much cannot reasonably be expected from the adults and aged, who have passed their life-time, nearly, in slavery, which entailed upon them a thousand evils. Here the Freedman's Bureau is brought into direct requisition, it being the only tangible guard and guide of these emancipated slaves, not only in guaranteeing protection to the young in their institutions of learning, but in throwing around the adults, the laborers, the aged, and infirm a protecting arm against the incursions of their hostile surroundings. The recent exercise of their political rights, conferred upon them by the

General Government, has intensified the innate prejudice of the white race toward them into absolute and bitter hatred, because they would not exercise this privilege to reënslave themselves, but in opposition to their old masters. Hence more than ever do they need military protection, and *will*, until the government and administration of these States are secure in loyal hands. Remove now the protection to this people of the Freedmen's Bureau, and their lives, even, would be thrown into jeopardy.

The civil courts, and nearly all of the public functionaries connected therewith, are biassed and controlled by prejudice and partiality in the exercise of their duties, whenever and wherever it is one race against the other; and the rendition of judgments and verdicts is strongly tinged with unfairness and prejudice. Military interference or interposition is frequently necessary and indispensable.

Harvest-time now being over, the profit and loss can be ascertained upon the labor for the year, and this has generally been done. The yield of crops in the main is only an average one, and in some articles almost a failure. Tobacco, only average in yield; cotton, nearly a failure, and, considering the extreme low price of that commodity, may be taken as quite a failure; corn, only half a crop, owing to the fact that the heavy rains in the spring and early summer destroyed the low-ground crop; wheat, light, and only a small crop realized. Hence, where freedmen were working for an interest in the crops, they will have but little with which to begin the year, after paying up all their accounts and clothing their families as to their present wants.

Very respectfully,

Your obedient servant,

(Signed) F. M. KIMBALL,

*Lt. and Asst. Sub. Asst. Com. Bu. R. F. & A. L.*

### NORTH-CAROLINA.

TRENT CAMP, NEAR NEW-BERNE, N. C.,  
January 7, 1868.)

MR. KENNEDY:

DEAR SIR: I called a meeting of the freedmen of this camp Monday eve, January 5th, for the purpose of trying to organize an Educational Society. The old block-house was full of men, women, and children, all anxious to hear and, if possible, see something new. I stated the object of the meeting; told them that the A. F. U. Commission had long been bearing the burden of sending them teachers; that the funds of the Commission were low; that it was hard and growing harder for them

to raise money. "They would soon have to withdraw their support entirely; that the time had come for them to try and help in this matter." As soon as I sat down, the colored people cheered, and cried loudly, "We will help." One very old man arose and said, pointing to me, "Mr., I want to send two children. I will give ten cents a month." He said he blessed God that he lived to see the day when they were free and could help themselves. Another man arose, and said: "Bredren and friends, I don't know much, but one thing I do know: I want education, and we, as a people, want education. We must learn to keep books and do our own business, for already the white man is marking and thinking how cheap he can hire us, and how easily he can cheat us out of our pay. To-day, in New-Berne, I heard a white man ask a black man, 'What will you charge to work for me? I will give you \$3 per month. You know last year you agreed to work, and did work in Virginia, for \$10 per month, and the man cheated you out of that; and now I will give you \$3, and pay you.' I stepped up to him, with blood boiling in my veins, and said, 'White man, what will you charge per month to work for me? Will you work for \$3?' 'Yes,' said the white man. 'Will you? Do you understand ploughing?' 'Yes,' said he. 'Well, I will give you \$3.50. I will add fifty cents more on your wages than you ask, and give you coffee twice a day, and meat three times a day. I have right smart ploughing to do, and I want you to do it. When will you come? Will you come in the morning—will you?' 'Yes,' said the white man. 'Well, come on right early.' And," added he, with energy, "if he don't come, I will send the police after him." Other speeches were made; among them, a very able and rousing speech by a colored minister, the Rev. Mr. York, urging them to do all they could; after which officers were appointed, and we proceeded to receive members, and take their fee, which is ten cents each.

The committee meet at my house Thursday evening, to draw up a constitution and by-laws for the society; and next Monday evening we have another meeting to receive members, and complete the organization; after which I will report more fully. But you must not expect much from this destitute people here in this sand-barren Trent Camp settlement. We have felt that it would be best for these people to feel some responsibility in this matter, and try and do something, if it were but little, toward helping themselves. But the way to get at this, and be sure that none are distressed by trying to do so, has been a very perplexing

question ; and we think the above plan is the best we can adopt ; for such is the deep poverty of this people, that, while a few could pay ten cents each, there are hundreds who could not do it without distressing themselves. I have visited over 400 families, and I know something of their inner life and sufferings. These people fled here for safety, from different parts of the State, during the war, a portion of our army being at that time encamped here. This being confiscated property, they were settled here by the government, and permitted to go into the woods, more than two miles from here, chop down trees, and hew out boards, with which to put up cabins. Last July the land was returned to the owner, and now the people must pay rent, which is almost if not quite impossible for many to do, while it is exceedingly hard for nearly all. Ever since they have been here, sickness has been among them, and death has carried multitudes away. Last August, a terrible epidemic appeared among them, which raged fearfully until the last of October, proving very fatal among both white and black. Many of those who recovered were so unfitted for labor that they could do but little at best, and then it was so late in the season, there was little to be done. Corn and cotton were a failure, leaving but little for those who attempted to raise them.

Those who went out into the country to work could get but the smallest wages, and in many instances were cheated out of that. Men, women, and children have turned out to pick cotton for from a quarter to a half cent per pound ; and the crop so poor that they had to work hard to earn twenty-five cents per day. By recent changes in the Bureau, many more have been thrown out of employment. Do you wonder when I say these people are terribly poor ? Are you surprised when I tell you that hundreds cannot procure for themselves food enough to satisfy hunger, or comfortable clothing ? Out of the eighteen hundred which make up this camp, there are scores of widows and orphans. Here are crippled, aged, helpless ones with none to provide for their wants. Every day I have many calls for food and clothing from these famishing ones. I have had more than one hundred such calls during a single week. A few days since an old man came to my school-room door, and said : " Teacher, I am starving. Can't you give me something to eat, or a few cents to buy me some bread ? " One morning this week there was a rap at my door, and upon going there I found a poor sickly woman, with six half-naked children, who said : " Can't you help me, teacher ? We have no

clothes and nothing to eat ; have had nothing to eat since yesterday. Can't you give my children some clothes ? I have none myself, but I can get along if I can but clothe my children. Can't you give them something to eat ? All they have had in the house to eat in three days is one quart of meal." My heart aches for them ; but we have not an article of clothing for them, and surely cannot feed them. Two days ago, one of my pupils came to me, and said that his father was very sick, and not expected to live ; and he wished me to write to his brother. I called on them that evening, and what a distressing sight I beheld ! There, by the fire, sat an elderly man, faint and weak with hemorrhage of the lungs, and apparently near his end. He had been out in the country all the fall and winter, at work in the shingle swamps, up to his knees in water. The exposure and effort proved too much for his feeble frame. His wife told me their money was all gone, and they had not meal enough to last two days. They have eight children, five of whom attend our school ! the rest are too young. And out of my two hundred and thirty pupils, how many have come to school without a mouthful to eat ! many of them because they had nothing to eat. Many attend my school who have nothing but one sweet potato for breakfast and supper, and some of them have left even that, and come to school without any breakfast, so eager are they to learn, and be in time ; and often, just before school closes, at half-past two o'clock, some will say, " Teacher, may I go home ? I have not been to breakfast yet." Very often I have asked them if they had any thing when they got home, and learned that they had nothing but a few sweet potatoes. To-day some of my pupils came to school without any thing, and with but barely clothes enough to hide their nakedness ; and to-day we have a sudden change from warm to very cold, and oh, how I pity the poor shivering ones ! Their huts are very open, as they never have had material to fix them as they should be fixed. The most of them have not a stick of wood to burn, except what they bring on their backs from the woods, more than two miles and a half from here. I have often seen fifteen or twenty at once, bringing wood in this manner, mostly women and children. Oh ! that our friends at the North who have large farms and splendid houses, with well-filled cellars and warm fires, would think of the hundreds of suffering freedmen at Trent Camp ! We want clothing of every kind. We need delicacies for the sick. Can't you help us ? There are in the schools in camp between three and four hundred pupils, and two hundred more would attend if they had

clothes. Haven't you some kind, warm-hearted man or woman in New-York City that will respond to this call? Oh! how I wish the kind friends in Herkimer county only knew how much we needed help! I believe they would help in this our time of need. I shall write them soon. Yours in the work,

J. W. BURGHDOFF.

### DEDICATION OF THE JOHNSON SCHOOL AT RALEIGH.

#### INTERESTING EXERCISES—SIGNS OF PROGRESS.

WE condense from the *Tri-Weekly Standard*, of Raleigh, the following report of the dedication of the Johnson School at Raleigh. For a history of the school the reader is referred to the remarks of General Fiske and the composition of Kitty Taylor. This school, which is under the auspices of the New-York Branch, is conducted by Miss Fannie Graves, Principal, with Miss C. M. Blood, Miss M. Walrad, and Miss M. Barker as assistants.

One of the most significant indications in these exercises is the composition we have referred to: one of the most encouraging features, the fact that they were attended and participated in by Southern gentlemen, who earnestly urged, in popular and powerful addresses, the colored people to self-help in education. The text of all these addresses was the same: The Self-Made Man.

"On Friday last, a select audience assembled in the second story of the new school-house, facing upon West street, at the rear of the African Methodist Episcopal church building, and known as the Johnson School-House, in order to participate in the dedicatory exercises.

"There were present, besides many gentlemen, the following lady teachers, Miss Graves, Miss Blood, Miss Walrad, and Miss Barker.

"The exercises were begun by singing a dedicatory hymn, by a select choir, after which Mr. Fiske, Superintendent of Schools for North-Carolina, briefly addressed those assembled. He had watched with interest the erection of this building. Now that it was completed, although he did not intend to make a lengthy address, he could not refrain from expressing his joy.

"For three years the church building adjacent, through the kindness of those worshipping there, had been used for school purposes. This school was begun there—it was a pioneer school organized to instruct children and supply the necessary teachers for the future—early in 1865, and had flourished and grown under the care of Miss Graves, to whose energy we are all so much indebted. With her at that time were Miss Harris and Miss Jones—these ladies were the three first teachers in this city. But the necessity of an appropriate building was early felt. The Bureau had no funds. Petitions were gotten up, and through the energy of the

ladies in charge, and the favor of the Chief Magistrate of the nation, the Congress made appropriations; and then an order for the erection of this building was given.

"Perhaps it was proper for him to say that a great deal of money had been spent in the erection of this house—about one eighth of the whole appropriation for the State, but under all the circumstances he did not and could not regret it. It was a good investment.

"He could not sit down without referring to one other thing. It was a general impression abroad that the government paid the salaries of teachers. Such was not the fact—nor was he authorized to expend a cent in this manner. The people must do this themselves, and he was very glad to say that they had been doing very well, though in some instances perhaps could do a little better.

"During the past year he had spent much time in bolstering up schools that were apparently staggering for lack of help, and had paid for rents and repairs, thus materially assisting where assistance was actually needed. He had seen the good fruits of this already, and was further rejoiced in the fact that new schools were being established and sustained in various places.

"There was one other fact to which he would refer. In 1865 all the school teachers were from the North, in 1866 a majority were of the same birth, while in 1867 two thirds of the teachers were from the South, thus showing a steady and gratifying increase of the supply of teachers in that direction.

"He could not sit down without again repeating the sentiments of gratitude which he felt. Whatever adversities might come upon this State, whatever of sunshine or shadow she might pass through hereafter, he trusted that this school would be sustained, and its good influences perpetuated." (Applause.)

Col. Jos. F. Taylor followed in an address urging first the importance of education, and next of independence and self-help in receiving it. After a song and declamation, the following original composition by one of the pupils of the school, Kitty Taylor, was read:

"The Johnson School was commenced in July, 1865. It was named after Andrew Johnson, the President of the United States. It was the first school established in Raleigh. It started from the alphabet. We have had a good many gentlemen to examine our school, and they say it equals any freedmen's school they have seen in the South. A good many of our scholars are reading in the National Fifth Reader, and studying arithmetic, geography, grammar, and history. We think some of us are beginning to learn how to appreciate the blessings that are so liberally extended to us by our kind friends up North. They have done more for us than our minds can yet fully apprehend. We thank God that he has put it in the hearts of our friends to help a poor degraded race that can't help themselves. We hope the time will soon come when they may see the fruits of their labor by our good citizenship and obedience to the laws of our country. The only reason we know why our school was named



after President Johnson is because, when our father, Abraham Lincoln, was assassinated, he promised to be our Moses. We have now a new school-house where we can study better and be more comfortable; we know that it was given to us by the Freedmen's Bureau. We all are very thankful, and wish that we had the ability to more fully appreciate it. We hope now, as we have a new school-house, we will be more punctual, and that love and obedience to our kind teachers may rule every emotion of our hearts. We hope the Bureau will accept our thanks, and that we may have a good report in every respect. If we improve every opportunity that now presents itself, and the instructions of our kind teachers, who are laboring every day to fit us for higher positions, we hope at some future time to be able to be our own teachers and build our own school-houses."

The following letter from Governor Holden was then read:

RALEIGH, January 3, 1868.

TO REV. E. A. FISKE, SUPERINTENDENT, ETC.:

MY DEAR SIR: I regret very much it is not in my power to be present to-day at the dedication of the Johnson School building. I am prevented from attending by circumstances beyond my control.

Allow me, sir, to congratulate you and the friends of education on the completion of this noble structure. It is to be dedicated to knowledge and virtue. I trust it may be prolific of benefits and blessings. The education of the rising generation of both races should henceforth be our chief care. We build in vain, if we build not on this rock.

With a profound appreciation of the liberality and wise forecast of the General Government in founding and fostering such schools, and with my most heartfelt wishes for the prosperity of the Johnson School, I have the honor to be, your friend,

W. W. HOLDEN.

The exercises closed with a series of addresses by Messrs. James H. Harris, Jos. W. Holden, and Rev. G. W. Brodie. The latter gave some account of self-made men among the freedmen.

"S. R. Ward was one of them. He had been heard by the first men of Ohio, and received their encomiums. Garnett was another, smoothly black, yet a man of great mental power. Geo. B. Vashong was another—a man of letters and a lawyer. Wm. C. Nell was a historian. He had compiled a history of his race. M. R. DeLany had been sent to Africa, and ranked high among distinguished men as an explorer. Phillis Wheatly was a poetess. J. M. Wheatley, an old cook, was another. Frances E. W. Harper was another poetess, who had recently written a fine poem, pronounced so by Senators Sumner, Wilson, the Chief Justice, and others. J. M. Ball had likewise achieved distinction in that direction. Wm. H. Dey was also a great man. There were others too numerous to mention, names destined to be enrolled upon the brightest pages of the record of fame, whom he could not enumerate. Already enough had been said. Bright hopes called us to persevere, and conquer the difficulties of the present, until the smile of Heaven should bless

all our efforts in the full fruition of the future." (Applause.)

After Mr. Brodie concluded, the audience dispersed, well pleased with the exercises on the occasion.

### SOUTH-CAROLINA.

FROM MISS E. P. BENNETT, GREENVILLE.

OUR reports for last month had been sent off before I received yours of the 28th; but I suppose you will like to hear more particularly concerning what we are doing.

As soon as Miss Campbell came, my school, which had numbered eighty, was divided, Miss Wakeman taking half of them. There are so many children that it is impossible that I should give all my time to the highest grade of boys. If we cannot do as we would like, we must do the best we can. Consequently I have a class in the first reader, one in the second, and one in the third, dividing the time as equally as I can among them. They are all doing very well.

On reading Miss Sarah Adams's letter in THE JOURNAL, I compared my own school with hers, and now I want to tell you what a class of mine, who had never even learned the numbers, have done in one month. They are between the ages of six and twelve. During that time they have learned all the tables in addition, subtraction, and multiplication, and have got as far as multiplication in Davies's Primary Arithmetic. How much more they could have done, had I been able to devote an hour to them instead of half that time, I am unable to say. They are, at the same time, reading in Willson's Second Series, spelling, studying geography, and writing. I attribute this to their superior intelligence, as I am sure they have not had superior instruction.

I have not thought it necessary for any of my scholars to study grammar. In the first place, they would have to buy the books, which they cannot afford. And, again, there are other studies of more importance to them.

Only one year ago, the schools were established here. Until then, the only instruction they had received was from colored teachers. There were only three teachers here last year, and the school as large as it is now. When you look over the report, and see how many are in advance of many places where the schools have been in good working order for three years, I think you will feel as if our labors are not in vain, and that it was a good thing to take up this place for your Commission.

My division of the school has paid \$12, and I expect to get twice that from them. All of it

and more, will be needed for fuel; but a good many are too poor to do any thing, and this deficiency must be made up by those who can. The weather here is *very cold*. The school buildings are mere shells. The one Miss Wakeman and I teach in is not shingled at all, and colder than any barn. We have a very large stove; but, on some days, all the fire we can make will not keep us comfortable. I have seen the children trying to keep back the tears, that would come, because of the aching hands and feet, and yet they are all decently clad. We pay \$1 per load for wood. Those who can furnish wood instead of money have done so. I have entered into these particulars to let you know how expensive the schools are. In the night-school we need oil for the lamps, as well as fuel.

I do not believe the people here could do any thing more than they are now doing; for, I do assure you, they are very appreciative, and often speak of how much the people of the North are doing for them. Major De Forest, who is the Bureau Officer here, and knows well the condition of the people, says *they are poor*, and it will be a long time before they can be otherwise. You know that, up here among the mountains, they cannot do as those can who are nearer the coast. There are no *large* plantations to be cultivated, nor any fishing, in which they might engage for a time. Many of them had to commence using their crops before the time for gathering, and will barely be able to exist through the winter.

We had a week of snow and sleet during vacation, so that we could not go out. And this week we were meaning, in good earnest, to commence our visits among the people, but it has rained continually. We hope to be able to see them all in their homes.

You will be glad to hear that I have not been obliged to inflict any punishment on any of my scholars, except sending one boy home for a week, and standing several up on the benches. They are very rational, and I find that, by appealing to their reason, they are easily governed.

I have written regularly to the society at Nyack, and had sent my last before yours arrived. I suppose they get tired of hearing the same story over and over again, but trust that will not prevent them from carrying out this really benevolent work. What would become of the people if this work was brought to a close, I am unable to say. Better that it had never been commenced than, after going so far, to leave it in the hands of those who are not able to carry it on. The Southern people never

will do any thing to help those who were wrested from them, and colored people are not ready to work alone. We practise the strictest economy ourselves.

## RECEIPTS

BY EDWARD F. DAVISON, TREASURER, FROM DEC. 20th, 1867, to JAN. 23d, 1868.

### From Agents.

Dec. 24th, 1867, Rev. R. Pierce, \$69; Dec. 28th, 1867, Rev. R. Pierce, \$54.45; Jan. 16th, 1868, Rev. R. Pierce, \$73.72; Dec. 24th, 1867, Rev. E. Brett, \$38; Jan. 9th, 1868, Rev. E. Brett, \$32; Dec. 27th, 1867, Rev. E. Brett, \$150; Jan. 21st, 1868, E. Brett, \$100; Jan. 2d, Rev. E. Brett, \$67; Jan. 6th, 1868, Rev. Mr. Bradley, \$337.05; Jan. 21st, 1868, Rev. Mr. Herriek, \$12.50; Jan. 2d, 1868, Rev. E. Colton, \$117.52; Jan. 18th, 1868, Rev. E. Colton, \$76.75; Jan. 2d, 1868, Rev. W. R. Long, \$100; Jan. 9th, Rev. W. R. Long, \$100; Jan. 21st, Rev. W. R. Long, \$249.45.

### From Auxiliary Societies.

Portland, Me., \$2000; Hermon, \$68; Champlain, \$45; Tompkins Co., \$43.75; Ellington, \$2.75; Irvington, \$1.25; Northville, \$21.58; Petersburg, \$3.50; Orange Co., \$100; Munsville, \$8; Yonkers, \$6.25; Whitney's Point, \$23; Triangle, \$14; Salisbury, \$19; Pitcher, \$34; Potsdam, \$50; Cazenovia, \$50; Hannibal, \$17.10; Northville, for sale of quilts, \$15; Lockport, \$125; Buffalo, \$500; Orange, \$300; Ogdensburg, \$125; Newport, H. L., \$90; Geneva, \$40; Hamilton, \$125; Richville, \$32; Malone, \$100.

### Miscellaneous.

Union meeting, Belvidere, N. J., \$22.68; goods, \$5.50; Edward F. Davison, N. Y., \$100; union meeting Methodist ch., Brooklyn, \$43.48; Thanksgiving collection, Salem, N. Y., \$18; collections Seneca street and Anzora street Methodist chs., Rhaca, \$16.36; John D. Lawson, N. Y., \$25; John C. Martin, N. Y., \$25; Freedman's Bureau, transportation, \$28.35; union meeting, Cross River, N. Y., \$3.71; collection, Miss M. N. Baker, \$43.25; union meeting, Lyndenville, N. Y., \$19; union meeting, Brooklyn, Clinton avenue Congregational, Lafayette avenue Presbyterian, and North Reformed chs., \$100; from Messrs. Larned, Dexter, Ryerson, Luffin, and Ryerson, through J. M. McKim, \$250; union meeting, Gowanda, \$11; Thanksgiving, Springfield, N. Y., \$7.50; Thanksgiving collection, McLenn, \$3; R. H. Butler, Binghamton, N. Y., \$5; Congregational and Methodist chs., Guilford, Ct., \$17; Joseph Hoyt, \$1; Mrs. Kellogg, Leon, \$5; St. Augustine, Fla., \$13; Dr. Bishop, New-York, \$50; Reformed ch., Oyster Bay, \$119; B. H. Hall, Troy, \$1; D. P. Warren, N. Y., \$125; Wm. F. Oakley, N. Y., \$25; Rev. J. J. Hill, 50 cts.; Miss Ellen Collins, N. Y., bequest of Joseph B. Collins, \$250; Mr. A. Benedict, Waterbury, Ct., \$125; Reuben Winslow, \$10; Robert Moore, \$5; two friends, \$2; G. P. Putnam, N. Y., \$10; Mrs. E. B. Hicks, Syracuse, \$10; Park Godwin, N. Y., \$10; Tatham & Brothers, N. Y., \$100; Horace Greeley, N. Y., \$100; Charles Butler, N. Y., \$25; Thanksgiving collection, Stamford, Ct., \$95; Contribution, Stamford, Ct., \$72; Castle, N. Y., \$136; Mrs. E. T. Bush, Canidia, N. Y., \$10; Mr. C. T. Bush, Canidia, N. Y., \$10; sale of furniture at Bernfort, S. C., \$210; Mrs. Sampson, N. Y., \$150; collection in Nantux, N. Y., by Miss Wight, \$96; Rev. O. B. Frothingham's congregation, N. Y., \$273; South-Sodus, \$10.90; Mrs. S. C. D'Autremont, Angelen, \$5; Methodist and Reformed chs., Chittenango, \$9.41; Plymouth, N. C., \$10; Mr. and Mrs. Burghdoff, \$12.50; Lieutenant Kimball, Lawrenceville, Va., \$12.50; Mrs. James McKaye, New-Harmony, Ind., \$5.



